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ABSTRACT

This teaching unit is designed to present the Norwegian viewpoint on the importance of participation in the global community. Through its national policies and the efforts of countless citizens, modern Norway is making an urgent statement to the global community about the best course to follow for the planet's safe future. This resource guide contains three student exercises to focus on the global environment: (1) "Forging Links for a Peaceful World"; (2) "Facing the Future Together"; and (3) "Rethinking the Value of 'Wealth.'" Follow-up exercises and a reference list are also included. (EH)

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NORWAY

CHARTING A COURSE FOR THE 21 ST CENTURY

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TEACHER'S RESOURCE GUIDE

Every person has a right to an environment . . . conducive to health, and to natural surroundings whose productivity and diversity are preserved.

A clause in a utopian bill of rights? Look again. Those are the opening words in Article 110b of the constitution of the Kingdom of Norway. "Natural resources," the article continues, "should be made use of on the basis of comprehensive long-term considerations, whereby this right will be safeguarded for future generations." And, in conclusion, Norwegians "are entitled to be informed . . . of the effects of any encroachments on nature that are planned or commenced."

In this last decade of the 20th century, Norway has come to be recognized as a trusted leader in clarifying global environmental issues and in recommending policies for their resolution. Part of the reason for this trust is the extent to which the government of Norway—and overwhelming numbers of its citizens—have made environmental protection their way of life.

What motivates Norway? What does its experience say to Americans and other nations in the world? What risk do we take, by *not* looking at the answers? This unit will help students explore their own and others' views on these most critical issues.

POSITIONING THIS UNIT

The study unit you have just received includes several key items:

- *Poster.* "Norway: Charting a Course for the 21st Century" is a stunning wall poster that embodies Norway's position on global environmental protection.
- *Student Article.* The unit includes 30 copies of an Article for classroom use.
- *Teacher's Resource Guide.* The TRG includes three student exercises with varying degrees of complexity—both in content and in skills demands.

The unit has been developed to allow for effective placement in any number of senior high school courses. Certainly, its focus on the global environment—an issue that increasingly engages the attention of world leaders—argues for sharing it with students in a Contemporary Issues class. The Article's development also invites use with a World or European History class. And, in Grades 9-12, this unit should serve the curriculum demands of a course on Global or Regional Studies.

LEARNING OBJECTIVES

With most students using this unit, you should be able to ask them to demonstrate what they've learned within the following broad categories:

- Identify ways by which various generations of Norwegians have interacted with their natural environment, explaining how it shaped their opportunities and how they harnessed its benefits (geography).
- Trace the economic, social, and political "movements" by which different generations of Norwegians have interacted with other societies (history).
- Analyze environmental problems and priorities in Norway and compare them with what they know of such

Dear Educator:

"To translate well is a difficult matter," wrote Norwegian playwright Henrik Ibsen in 1872. "It is not simply a question of rendering the meaning, but also . . . of remodeling the expression and the metaphors." Ibsen's comment, cited by Eva Le Gallienne in her introduction to an English translation of his plays, echoes a frustration that many educators also feel. It is difficult to "translate" another society's experience of the world into terms one's own students can grasp.

Still, the need to undertake such efforts in the 1990s classroom is critical. As members of the global community, young Americans really do need to know what other societies are experiencing—and saying. Consider Norway, for example. Through its national policies and the efforts of countless citizens, modern Norway is making an urgent statement to the global community about the best course to follow, for the planet's safe future. What might Norway's recommendations mean for America?

To help you "translate" Norway's views for students, we are pleased to offer you this brand-new study unit, "Norway: Charting a Course for the 21st Century." Produced by Learning Enrichment, Inc., the unit was generously funded for free distribution to U.S. schools by the Royal Norwegian Ministry of Foreign Affairs. Please use the enclosed Business Reply Card to tell us how well this material serves you and your students.

Yours sincerely,

Clayton C. Westland
Learning Enrichment, Inc.

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matters in their own nation, state, or town (political/economic).

• Synthesize and evaluate arguments for and against a global policy of sustainable development.

INTRODUCING THE UNIT

Teachers who receive this unit at the time of its first mailing have the exciting option of using it during the February 1994 Winter Olympics in Lillehammer. Students watching telecasts can *see* glimpses of Norway's environment. Once the Games are over, however, you might try the following warm-ups.

Background Check. Do you live in a Norwegian American community? Check to see if there's someone in your class who can share family anecdotes about life and customs in Norway. In at least some states—Wisconsin, Minnesota, and Washington, for example—the odds of finding such secondary sources are in your favor. Norway has given a higher percentage of its population to the making of America than has any other European nation (except Ireland). And, according to the 1990 census, there are almost as many Americans of Norwegian descent (3.9 million) as there are Norwegians in Norway (4.3 million).

Poster Impact. One of the quickest ways to focus students' interest will be to display the unit Poster. Satisfy their curiosity about the photo subjects (see box, lower left). Then draw their attention to Brundtland's words in the Poster caption. Who are the "all" of whom she speaks: Norwegians? Europeans? Delegates to the UN? The 1.5 billion humans who lack basic health care and clean drinking water? Americans?

Vocabulary Preview. One of the most critical terms students will meet in this unit is *sustainable development*, a concept introduced and defined on Page 4 of the Student Article. Other terms you may want to preview include the following (many are defined or explained in context): *archaeologist*, *biotechnology*, *economic development*, *environmental issue*, *gross domestic/national product*, *hydroelectric power*, *indigenous people*, *industrial revolution*, *merchant fleet*, *peninsula*, and *purchasing power*.

PHOTO SUBJECTS

The design elements and photography in this unit provide an exciting commentary on the Norwegian goal of preserving the environment while using its resources wisely.

• *Poster.* The backdrop photo is a stunning view of Geiranger Fjord, one of the most beautiful in Norway. Photo credits: Geiranger Fjord, HUSMO-FOTO. Prime Minister Brundtland, Associated Press.

• *Student Article.* The background photo on the cover shows coastal vessels near Kristiansund. To its right: an off-shore oil rig near an old Norwegian village. The building in the lower left on Page 2 is a 12th-century stave church, so named for the strips of wood with which it was built. The composite head shot on Page 4 illustrates break-through diagnostic technology by the Hafslund Nycomed company.. Photo credits: Background photo on cover, and others counterclockwise: HUSMO-FOTO, ESPEN BRATLIE/SAMFOTO, Andrew Stevenson, Lagarhus/SAMFOTO. Pages 2-4, counterclockwise from fisherman: TRYGVE BOLSTAD/SAMFOTO, Museum of National Antiquities, Norwegian Tourist Board, Norwegian Tourist Board, KIM HART/SAMFOTO, Hemsedal Tourist Board, The Royal Ministry of Foreign Affairs. Final photo courtesy of Hafslund Nycomed A.S., Oslo, Norway.

STUDENT ARTICLE

Student readers may be absorbed by the narrative in the Student Article, "Norway: Charting a Course for the 21st Century." But the Article is structured to do much more than tell a story. Here's a run-down of its components:

• *Photos and introduction.* The photos illustrating this Article and the introduction on Page 2 (Columns 1 and 2) are meant to lay down several threads in the major unit themes. Some students may *feel* contrasts among these threads. Help them to *articulate* what they recognize: tradition and change, silence and movement, the individual and society, work and play, natural—and human—environments.

• *Guiding questions.* The three questions bulleted in Column 2 on Page 2 actually preview the rest of the Article. (You might even want to use them for evaluation purposes, later.)

• *Geographic setting.* The rest of Page 2 and Column 1 on Page 3 offer details about Norway's environment. You might want to add this fact: Mainland Norway lies between the 58° N and 71° N latitudes, and is intersected by the Arctic Circle.

• *Historical evolution.* Columns 2 and 3 on Page 3 take Norway through the periods usually studied in European History courses. Column 3 positions Norway as a member of the post-war global community.

• *Local, global, environmental concerns.* Page 4 is the goal of the entire article. Here, students are reminded, through Norway's experience, of the environmental problems caused by pollution. And they are introduced, in Column 2, to the dilemma facing the world community today: If developed nations have tested the environment to its limits, what room is there for the development of poorer societies? Again, Brundtland's role in refocusing this question was a major contribution to the world's understanding of the true basic issue and of options for addressing it.

ENVIRONMENTAL DEBATE

In the late 1980s, more than 100 Norwegian organizations joined together to form a "Campaign for Environment and Development." Member groups—including politicians, homemakers, youths, and environmentalists—mirrored all of Norwegian society. Yet their goal—to create a solid front on environmental *policy*—will not come easily. Norwegians have not always agreed with one another—or with the rest of the world—on *strategies*. An example:

• *Whaling.* In 1993, Norway gave permission for a limited resumption of minke whaling by its coastal fishing villagers. Up to then, it had agreed to the moratorium on whaling imposed by the International Whaling Commission in 1986. But when the IWC announced that North Atlantic minkes—now numbering about 87,000—are no longer in danger of extinction, Norway cited the UN principle of *sustainable management* (responsible use) of marine resources. It set a catch quota of slightly more than 150 whales. Despite ensuing protests and the possibility of U.S. trade sanctions, Norway held firm. In late 1993, Norway and the United States agreed to work for an "acceptable solution."

DUPLICATIBLE EXERCISES

"Forging Links for a Peaceful World" (Page 4). This duplicatible provides an excellent coded-map exercise and under-

NORWAY

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TO MAKE the 17-footer, I'll need two trees, said the Norwegian craftsman thoughtfully. I can select them from the forest on that hill. And when the boat is finished, there'll be just a few wood shavings left over. . . .

—Why make it by hand? Most fishing crews use fiberglass boats.

—True. But there's something to learn by doing it the traditional way.

The craftsman, interviewed for a recent issue of Norway's *Facing the Future*, has no illusions about the role his small boat will play in his country's economy. Norway relies on huge steel ships and tankers—not 17-footers—to carry its exports of oil, paper, and metals to distant ports. Indeed, Norway's merchant fleet—the fourth largest on Earth—carries the cargoes of many nations.

Yet in the eyes of many Norwegians, the boatman fills a vital role. He and others like him are keeping their people's oldest skills alive. Not only can they make sturdy wooden ships that ride the restless seas. They know how to select exactly what is needed—and no more—for the task. For a 17-footer: just two logs.

To Norwegians, making the fullest possible use of Earth's resources—instead of wasting or destroying them—is more than just a skill. It's an essential tool for survival. Not financial survival: Ranked by per-capita income, Norway is one of the world's richest nations. The issue is the planet's survival. Norwegians realize that the human goals they share with people everywhere—peace, jobs, health, education—depend on how *every* nation, rich and poor, handles Earth's resources. In a unique way, Norwegian people really do see the world as a global village.

To understand these views—and the dynamic effect they have on Norway's policymaking—you might begin by asking three questions:

- How has Norway's own environment influenced its people's economic and social development?
- What efforts are Norwegians making to protect their resources, and what environmental issues are they still grappling with?
- How has Norway tried to influence other nations to use Earth's resources wisely?

Little is known about the earliest human settlers in Norway. An article in the November 1990 issue of *History Today* reports a few points about which archaeologists agree.

They know, for example, that "small groups of families" lived as hunters and fishers in the arctic zone of Norway 9,000 years ago. Rock carvings near the town of Alta prove that people were herding reindeer there as early as 4,000 B.C. In fact, the region holds "more remains of Stone Age houses" than any other part of Scandinavia, the peninsula of which Norway is a part.

Norway's indigenous Sami people—descendants of those early hunters and fishers—still preserve the culture their ancestors developed. But the rest of Norway's population enjoys a culture that has undergone many changes since their first ancestors arrived 6,000 years ago. To a large degree, these changes can be explained by Norway's unique environment—and by the creative spirit of those who learned how to live in harmony with it.

The first settlers in southern Norway probably arrived during a slow migration of peoples across the Baltic and North Sea coastal regions. Evidence shows that farming was an early occupation in southeastern Norway. But Norway would never become a farming country, as did early France and other European societies. Half of Norway's interior is mountainous. Less than five percent is farmable. In the long run, it was the sea that would shape Norway's future and open its people's

CREDITS: Background photo on cover, and others counterclockwise: HUSMO-FOTO, ESPEN BRATLIE/SAMFOTO, Andrew Stevenson, Lagarbas/SAMFOTO. Pages 2-4, counterclockwise from fisherman: TRYGVE BOLSTAD/SAMFOTO, Museum of National Antiquities, Norwegian Tourist Board, Norwegian Tourist Board, KIM HART/SAMFOTO, Hemsedal Tourist Board, The Royal Ministry of Foreign Affairs. Final photo courtesy of Hafslund Nycomed A.S., Oslo, Norway.

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eyes to the rest of the world.

What environment did Norway's first sailors find? The warm waters of the Gulf Stream flowing past the west coast made the climate favorable for work in open boats, year-round. The seas teemed with fish (and still do). Hundreds of fjords, the long sea inlets fringing Norway's coast, provided safe harbor for small boats during storms. And at home, thick forests on the coastal mountains provided timber for sturdy boats.

Once at sea, early fishermen knew no boundaries. So the instinct to chase a school of halibut into uncharted waters—the impulse to sail a few miles farther on this voyage than on the last one—eventually turned

Norway's seamen into brave explorers. By the 11th century, Norwegians were known far and wide as master seafarers. Their Viking ships probed coastlines from Newfoundland in North America to the Asian shores of the Caspian Sea. Skillful traders, the Vikings exchanged fish, wood, fur, iron, and leatherwork for glass, bronze, cereals, precious cloths, and artwork. In some places—Iceland, for example—they set up colonies. In other cases, such as Ireland, they conquered the peoples they met. At home, folk tales and sagas—heroic stories—celebrated their deeds.

Stimulated by such contacts with other cultures, Norwegians began to develop a strong sense of their shared identity and destiny. In the late 9th century, King Harald Fairhair united large stretches of Norway's land. Three centuries later, Oslo became the capital of an even larger kingdom. During that same period, Christianity was introduced and small towns developed—just as in other parts of Europe. Unlike the practice in other European societies, however, Norway's farmers always retained their independence.

Two centuries later, Norway's growth and prosperity were sorely challenged. The Black Death, a plague sweeping across Europe, decimated Norway's population—some say by half. Farms were deserted. Trade declined. Conflicts with border kingdoms further weakened the country and led

to some unfavorable treaties. By 1536, Norway had become, in effect, a dependency of neighboring Denmark.

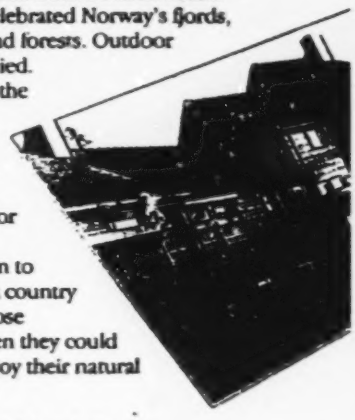
NATIONAL INDEPENDENCE

But the loss of their independence did not crush the Norwegians' spirit. Neither did it interfere with their economic skills. Once more, they prospered from trade in fish, metals, and timber. A small—but vocal—middle class emerged. And this group began to press for Norway's freedom.

In 1814, during the upheaval that followed the Napoleonic wars in Europe, Norway won a small victory. It became an independent state under the Swedish monarchy. On May 17th of that year, Norway's leaders adopted a written constitution—one that provided for a Storting, or representative parliament. Finally, in 1905, the Storting broke ties with Sweden and chose Denmark's Prince Carl to head a new Norwegian monarchy under the name King Haaken VII.

During the century between 1814 and 1905, Norway embarked on an "industrial revolution." New textile factories were built. Railway and telegraph lines were laid. Norway's merchant fleet expanded rapidly. And engineers discovered how to produce hydroelectric power from the country's many waterfalls. Norway had found a cheap, constantly renewable source of energy for its economy.

At the same time that Norway was expanding industrially, a wave of cultural revival gripped Norwegians. Much of it centered on their beloved land. Artists and writers celebrated Norway's fjords, mountains, and forests. Outdoor sports multiplied. Skiing—once the only form of winter travel in parts of Norway—became a major sport. Town dwellers began to keep or rent a country cottage for those moments when they could revisit and enjoy their natural environment.



NEW PRIORITIES?

The enthusiasm and hopes that Norway and many other nations shared in the 19th century were devastated by two global wars in the 20th. Nations were forced to refocus their goals and to work together for peace and prosperity. Norway became a co-founder of the UN and the North Atlantic Treaty Organization (NATO). In addition, Norway co-signed the General Agreement on Tariffs and Trade (GATT).

Democratic governments also began to accept more responsibility for their citizens' welfare. In this regard, Norway was already at the forefront. Its people's egalitarian values had long inclined them to care for one another's needs and to share equally in the challenges and joys of life. In this spirit, the Kingdom of Norway provides its people with universal education, health care, unemployment benefits, old-age pensions, and many other services. To support such services, Norwegians absorb a higher tax rate than those paid by most other societies.

BOOM—AND CRISIS

In the late 1960s, Norway discovered an unexpected source of new income. Buried beneath its coastal waters lay vast reserves of oil and gas. In engineering terms, there proved to be at least 5 billion *tonnes of oil equivalent* (toe)—enough natural gas to sustain production for a century, enough oil for 30 years.

Oil changed the profile of Norway's economy. Money from its sale began to pour into communications technology, hydroelectric power stations, and a vast array of service industries. Exports swelled until trade equaled more than 50 percent of Norway's gross domestic product (GDP).

Ironically, at almost the same time that

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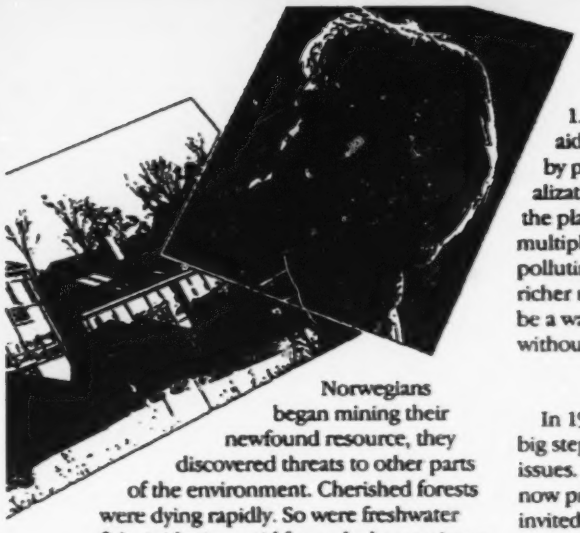

Norwegians began mining their newfound resource, they discovered threats to other parts of the environment. Cherished forests were dying rapidly. So were freshwater fish. Acid rain—acid formed when moisture in the air reacts with certain emissions from cars and factories—was destroying trees and marine life.

Norwegian scientists pointed out what the nation's industries and car owners could do, to reduce harmful emissions. But that didn't solve the problem. Air currents pick up similar pollutants from several countries in western and central Europe, then dump them over Norway. Close to Norway's northeastern border, a Russian nickel smelter—one of the world's largest—emits more sulphuric dioxide than all emission sources in Norway, combined. Fears of radiation from Russian nuclear waste and reactors began to mount, too.

NORWAY CONCERNED

Among Norwegians, reaction to these threats to their precious environment was swift and widespread. Concerned teenagers held rallies across the country. Tens of thousands of other Norwegians—a cross-section of the nation's society—organized in groups to draw attention to environmental issues. Some people began to argue for a return to a simpler lifestyle.

In 1972, the Norwegian government created a new ministry for environmental protection. Its members quickly reviewed the complex choices they seemed to face in three policy areas:

- *Economic development.* Norway's economic growth called for producing more oil and building new hydroelectric stations. But would such efforts increase the risk of oil spills? Or keep fish from reaching their spawning grounds?
- *Environmental protection.* Repairing large-scale pollution at home would take millions—perhaps billions—of dollars. Would such expenses weaken support for Norway's social welfare programs?
- *Foreign aid.* Norway, which gives 1.16 percent of its GDP in foreign aid, could not ignore the risks posed by poorer nations' dreams of industrialization. Scientists were warning that the planet may not be able to support a multiplication of cars, factories, and other polluting practices by which the world's richer nations developed. But might there be a way to support further development without taxing the environment?

In 1983, a Norwegian woman took a big step toward exploring these complex issues. Gro Harlem Brundtland, then and now prime minister of Norway, was invited to head the UN's new World Commission on Environment and Development. Her mandate: to explore global environmental issues like those that Norwegian policymakers were grappling with at home. Over the next four years, Brundtland's commission gathered data, listened to experts, and worked on its report, *Our Common Future*.

The report electrified people everywhere. Brundtland argued that it is useless to discuss the environment as though it were something separate from our daily life or to think of development as referring only to poor nations in need of help. "The environment," she wrote, "is where we *all* live; and development is what we *all* do in attempting to improve our lot within that abode. The two are inseparable."

Technology and science, the commission further argued, are not the *problem*. They are *tools* that enable people to understand how the world works. With such tools, people can make "development sustainable" and ensure that development meets the needs of people today without "weakening the ability of future generations to meet their own needs."

The concept of sustainable development caught fire. It became the watchword of nations attending the 1992 "Earth Summit," a UN-sponsored conference in Brazil. Yes, members agreed, every nation has the right to develop its own resources. But yes, too, the goal of sustainable development means that nations should limit their use of fragile resources, taking only what they need. And yes, the long-term priority for researchers everywhere should be new technologies that allow people to use Earth's resources more efficiently.

NORWAY'S FUTURE COURSE...

The Norwegian government did not have to wait for the Earth Summit, to begin charting its own course toward a new environmental future. Support for long-term fundamental research was already a national priority, especially in three areas:

- *Information technology.* By combining computer, phone, and video technologies, Norwegian researchers have made it possible for decision makers to share knowledge quickly and plan the efficient use of resources.
- *Biotechnology.* Finding new scientific methods for growing fish and other foods is benefitting Norway and the rest of the world enormously.
- *Oil and gas development.* Leaks and emissions from Norway's offshore fields have already been cut in half. Future reductions seem certain.

In modern-day Norway, no environmental concern seems too small or too large. Two examples: To help save threatened plant species, Norway maintains a deep-freeze underground "bank" in Svalbard, an arctic island-group, where seeds can be stored permanently. When Norway was preparing to host the 1994 Winter Olympics, elaborate plans were made to avoid disturbing the environment at the events sites. In Gjovik, for example, a new ice rink was created *within* a huge rockbed in the town's center. The list goes on.

But sustainable development involves more than hi-tech research. It also requires policies for resolving border pollution. Norway, for example, recently announced a new regional agreement with other arctic nations—one of which is Russia, a major source of pollution.

Even more important, sustainable development demands an end to the destruction of life and the environment that happens during war. In 1993, Norway played a key role in helping Israel and the Palestinian Liberation Organization to negotiate a breakthrough peace accord.

To Norwegians, the spirit behind all such efforts is modern, but not new. Indeed, it may be rooted in an ancient memory of the very first "voice" they heard in their beloved land. One of Norway's contemporary poets describes this voice in his poem, *SSSH*:

Sssh the sea says/ sssh the small waves at the shore say, sssh/ not so violent, not/ so haughty, not/ so remarkable./ Sssh/ say the tips of the waves/ crowding around the headland's/ surf. Sssh/ they say to people/ this is our earth,/ our eternity.

—Rolf Jacobsen

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NORWAY'S GOVERNMENT

Norway's constitution—in Europe, the oldest written constitution still in effect—was adopted on May 17, 1814. As amended since that time, it provides for a constitutional monarchy in which the monarch has no separate political role but exercises strong influence as a symbol of national unity. The head of government is the prime minister, who—with other cabinet members—is chosen by political parties represented in the *Storting* (parliament). Other points:

- ***Storting*. The parliament has 165 members, elected from 18 *fylker* (counties) and Oslo every four years. After each election, the Storting divides into two chambers with both separate and shared legislative tasks. Elections in 1993 sent the following parties to the Storting: Labour 37.1%, Centre 18.5%, Conservative 15.6%, Christian Democrat 8.4%, Socialist Left 7.9%, Progress 6.0%, Liberal 3.6%, Red Electoral Alliance 0.5%, Others 2.4%.**
- ***Local Governments*. The Norwegian political system includes strong local governments. Among a widely scattered population of only 4.3 million people, Norway supports more than 400 municipalities. Each of these has an elected local council whose duties range from maintaining roads, a typical local concern, to managing schools and hospitals as part of Norway's welfare services.**

scores the point made in Column 3 of Page 4 in the Student Article: In pursuit of peace Norway has many ties to the rest of Europe—though it is not a member of the European Community. Norway would have little difficulty in fulfilling the criteria for EC membership. But its people are divided over the issue of joining the EC. Some fear that membership would alter their unique way of life.

Answers. 1-T; 2-F; 3-ND; 4-T; 5-F; 6-ND; 7-T; 8-ND. Answers to "And Think Again" will vary.

"Facing the Future Together" (Page 5). As much data as this page provides, there is much more that could be offered students, to illustrate Norway's extraordinarily healthy economy. Two items: Norway is the world's fourth largest exporter of oil and its sixth largest exporter of natural gas.

Answers. 1-F; 2-O; 3-F; 4-O; 5-F; 6-O; 7-F; 8-F. Among the three duplicatibles, this is the easiest, so far as skills challenges go. But Item 8 is tricky: "Favorable balance of trade" is a conventional economic measurement, not an arbitrary statement of opinion. Answers to "And Think Again" will vary.

"Rethinking the Value of 'Wealth' " (Page 6). This exercise asks a lot of students by way of inference-drawing and application of information. But it's an excellent introduction to a global "discussion" that is gaining more attention, daily.

Answers. Student attempts at "law-making," in the "And Think Again" question, will surely vary. A few possibilities: A-"The Army Engineering Corps shall calculate the annual value of topsoil lost in agricultural counties facing the 100 largest U.S. rivers, and this amount shall be deducted—as a deficit—from the gross national product." C-"Policymakers shall not encourage the use of more than X% of any nation's land for the development of a single crop." D-"A single clearing house shall be created to oversee the replenishment of resources removed under the license of any U.S. agency." E-"Before any of the practices named (felling timber, e.g.) shall be permitted, the market value of the natural resource that would be destroyed shall be calculated, and provisions shall then be made for replenishment of this loss with a resource of equal value (new tree plantings, e.g.)."

FOLLOW-UP EXERCISES

Here are three additional projects that students involved with this study unit might want to pursue.

Reading Biographies. Norway has given the world a host of daring explorers. Urge students to research the feats of Roald Amundsen, Fridtjof Nansen, Thor Heyerdahl, and Monica Kristensen. What have their efforts contributed to our knowledge of the world?

Keeping Journals. Perhaps a team of students might begin keeping a journal on environmental problems—and possible remedies—within their own state, county, or town. Encourage them to "dream" of creative remedies. In Norway, for example, some trash is dried and turned into pellets which are then burned as fuel by hospitals. Even rubbish that is buried is put to work. Methane gas produced during the decomposition process is collected for fuel.

Debating the Issue. Thoughtful students will not miss a key premise beneath current efforts to develop *global* responses to *global* environmental problems. The premise is named variously: Consensus building might be one way of putting it. Encourage students to debate this issue: *Should Americans be open to international consensus building on the environment, even if it demands changing their habitual ways of using their resources?*

LET US HEAR FROM YOU

The Learning Enrichment (LE) team for this unit on Norway included: Project Director, Clayton Westland; Design Director, Richard Leach; Education Consultant and Writer, Patricia Conniffe.

LE's staff would appreciate knowing how well this unit works for you and your students. Please take a moment to fill out and return the enclosed Business Reply Card. It is our only—and surest—way of learning how best to serve you in the future.

Please mail the BRC today!

REFERENCE SHELF

The following list includes readings on topics (such as sustainable development) introduced in this unit. With screening, starred (*) items may be recommended to students.

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- ***Additional Materials*. Copies of *Facing the Future* . . . (which was cited in the Student Article) and information about other materials on contemporary Norway can be obtained by writing to this address:**

Norwegian Information Service in the United States
825 Third Avenue (38th Floor)
New York, NY 10022-7584

NORWAY

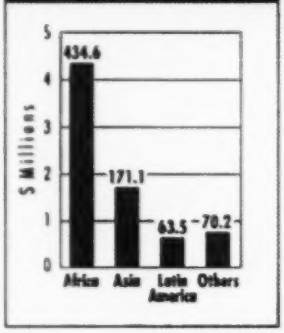
CHARTING A COURSE FOR THE 21 ST CENTURY

FORGING LINKS FOR A PEACEFUL WORLD

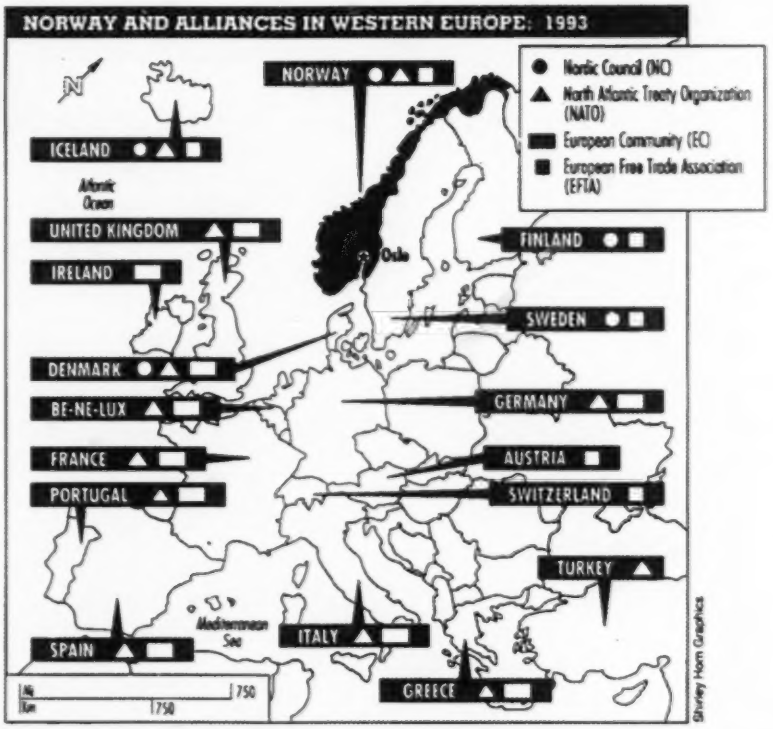
Perhaps it's the image of the Nobel Peace Prize, announced annually from Norway's capital, Oslo. Or maybe it's the news of Norway's leading role in recent peace talks between Israel and the Palestinian Liberation Organization (PLO). Whatever the cause, the effect is clear: Norway is recognized worldwide as a leader on the path to peace.

Not only does Norway belong to the UN and NATO—organizations dedicated to keeping peace. It also sees a peacemaking value in environmental agreements, such as those adopted at the Earth Summit in 1992. Norway gives 1.16 percent of its GNP to poor nations—a rate higher than that of any other nation. And it has signed the Agreement on the European Economic Area, which, in 1994, will extend the EC's peaceful, free-trade rules to EFTA nations.

NORWAY'S REGIONAL AID PROGRAMS: 1992



NORWAY AND ALLIANCES IN WESTERN EUROPE: 1993



Think Twice. Basing your answers on the data above, label each of the following statements as true (T), or false (F). If there is not enough data to help you decide, write (ND).

___ 1. Norway is a member of EFTA, but not a member of the European Community (EC).

___ 2. All the members of the Nordic Council are located on a peninsula in northern Europe.

___ 3. Norway became a member of NATO before it joined the European Free Trade Association.

___ 4. An air trip from northern Norway to NATO's southernmost European borders would cover more than 2,000 miles.

___ 5. Among the associations shown on the map above, the EC has the smallest number of members.

___ 6. In 1992, Norway gave $70.5 million worth of development assistance to the country of Mozambique.

___ 7. In the same year, Norway provided assistance to Africa and Latin America on a roughly 7:1 ratio.

___ 8. The aim of the Nordic Council is to foster economic and cultural cooperation among its members.

And Think Again. Norway believes that peace among nations can be developed in a variety of ways—through international alliances, free-trade pacts, environmental protection agreements, and assistance to developing nations. Select two of these avenues to peace and, in an essay, explain why each type of effort contributes to worldwide harmony.

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NORWAY

CHARTING A COURSE FOR THE 21 ST CENTURY

FACING THE FUTURE TOGETHER

"Contrast is at the basis of Norwegian experience," said a citizen of Norway recently, when asked to describe life in his country. There's certainly evidence to support his view.

Norway is a small country, with only a few large cities (*see fact box*). But it has achieved a major service-sector economy and a vigorous world trade (*graphs*). Its people believe passionately in their right to live and work wherever they choose. But they also accept taxes for national health-care coverage (*table*), retirement benefits, free education, and a basket of other social benefits. . . .

On second thought, maybe there *is* a basic, unifying principle here. Norwegians love a vigorous, productive life. Maybe the contrast is only in the eye of the beholder.

NORWAY: A SMALL, STRONG KINGDOM . . .

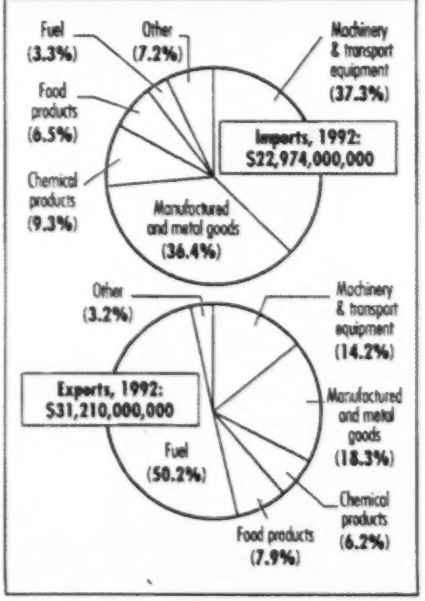
- **Area:** 150,000 sq mi (386,000 sq km). Norway is almost as large as the State of California.
- **Government:** constitutional monarchy. **Chief of State:** King Harold V. **Prime Minister:** Gro Harlem Brundtland, Labor Party (Social democratic).
- **Population:** 4.3 million. **Largest Cities:** Oslo, capital (467,000); Bergen (216,000); Trondheim (139,600); Stavanger (100,000).
- **Cultural Background:** Norwegians 96%; indigenous Sami people 0.5%; natives of other countries 3.5%. **Religious Majority:** Evangelical Lutherans 88%.
- **Workforce:** government, social, and financial services 45%; trade 18%; manufacturing 15%; farming, fishing, and forestry 8%; others 14%. **Gross National Product, 1992:** $100.2 billion.

. . . AND EMPHASIS ON HUMAN DEVELOPMENT

Each year, the UN compares trends in various nations, to see if their people's standard of living is improving. Here are just a few of the areas in which Norway achieved top ranking in 1993.

Rank Among 173 Nations	Basis on Which Comparison Was Made
3	Percent of parliamentary seats occupied by women
2	No. of scientists, technicians, per 1,000 people
1	Percent of health bills paid by public insurance
1	Daily newspaper circulation per 1,000 people
6	Per-capita gross national product (GNP)
3	Overall rank, based on more than 200 factors

. . . WITH A VIGOROUS TRADE . . .



Think Twice. Basing your answers on the data above, label each of these statements as fact (F), or opinion (O).

___ 1. According to international data for gross national products, Norway ranks sixth in per-capita income.

___ 2. Norway may rank high for the number of women in its parliament, but they probably have little influence.

___ 3. In Norway, more people work in the trade industry than in farming, fishing, and forestry, combined.

___ 4. To provide for the future, Norway should increase the number of its furniture manufacturing companies.

___ 5. Norway's export trade depends heavily on fuels produced within its borders, then sold abroad.

___ 6. Norwegians undoubtedly draw most of their information about the world from daily newspapers.

___ 7. Norway's population is 75-percent urban. Thus, most Norwegians live in small cities (under 100,000).

___ 8. The balance of trade between Norway's exports and imports is, by economic standards, a favorable one.

And Think Again. According to the UN, human development (HD) within any nation is "development . . . of, . . . by, . . . and for people." By this criterion, Norway currently ranks among the top five nations in the world. Using the data on this page, list the factors that you think make Norwegian society strong. Then, reflecting on the world you expect to find in the year 2003, draft an editorial on this topic: *Norway's Readiness for the 21st Century.*

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NORWAY

CHARTING A COURSE FOR THE 21 ST CENTURY

RETHINKING THE VALUE OF "WEALTH"

"How much is this paycheck worth?" When employees ask that question, they typically mean: "How many of my needs—food, clothing, shelter—can I satisfy with this amount of money?"

The *question* is universal. But the *answer* does not translate easily from one country to another. For example, Americans who read that China's per-capita income is $370, tend to imagine people buying $370 worth of goods at U.S. prices. But, say economists, the "purchasing power" of $370 in China is equal to that of $2,000 in America. To avoid confusion, Norway and other nations support a "purchasing-power" formula for measuring per-capita income, or *economic* wealth.

Norway has also taken the lead in urging nations to find ways of measuring the use of *natural* wealth. The excerpts below deal with this hotly debated issue.

Points of View on Measuring Environmental Losses

A. Topsoil Loss in Iowa

"Consider the most basic measure of a nation's economic performance, gross national product (GNP). In calculating GNP, natural resources are not depreciated [assigned a lower value] as they are used up. [But] buildings and factories are depreciated; so are machinery and equipment, cars and trucks. So why, for instance, isn't the topsoil in Iowa depreciated when it washes down the Mississippi River after careless agricultural methods have lessened its ability to resist wind?"

—[Then Senator] Al Gore
Earth in the Balance

B. What Price the Ozone Layer?

"Many environmental decisions do, in effect, balance this generation's right to health and wealth against the unknown preferences of the unborn. Suppose a developing country must choose between allowing its people to buy refrigeration containing ozone-depleting chlorofluorocarbons (CFCs) and banning the sales of new fridges because no inexpensive CFC-free model is available. One result may be that more people succumb to food poisoning. What price then the ozone layer? It is unclear why the environment should impose a uniquely privileged constraint on economic activity."

—Editorial
"The Price of Green,"
The Economist. May 9, 1992

C. A Lesson in Cacao

"[The goals of] 'comparative advantage' and 'specialization' should no longer be prized [by states], since they contribute to the destruction of biological and cultural diversity. For example, Ivory Coast gained little and lost much when World Bank loans encouraged it to destroy its farming base in order to supply cacao to the world market. The country's problems were heightened when the price of cacao fell, and it was left not only without export earnings but also without food or the money to buy food."

—Stephen Viederman
"Sustainable Development: . . ."
Current History. April 1993

D. Fragmented Responsibility?

"Impacts on forests rarely worry those involved in guiding public policy or business activities in the fields of energy, industrial development, crop husbandry, or foreign trade. Many of the environment and development problems that confront us have their roots in this . . . fragmentation of responsibility. Sustainable development requires that such fragmentation be overcome."

—Gro Harlem Brundtland,
Prime Minister of Norway
Our Common Future

E. Replenishing Resources

"[World Bank economist Herman E.] Daly and others propose a few simple rules. One is 'no net loss' of natural capital. That would preclude projects that destroy forests, drain wetlands, dam rivers, or pave over croplands unless a compensating resource is replenished."

—Emily T. Smith
"Growth vs. Environment,"
Business Week. May 11, 1992

And Think Again. Imagine that you are an assistant to the U.S. Senator from your state. You have two tasks: (1) Without taking sides on the positions stated in "A," "C," "D," or "E," turn the *central focus* of each of these excerpts into a brief proposal for a new law. Then (2) select the item that you think is most important ("A" through "E"), and draft a memo to your Senator explaining why you agree with the writer's point of view.

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